

On the Cultivation of Students' Social Responsibility Consciousness in Pre-primary Education Majors

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Abstract: The sense of social responsibility refers to the self-discipline awareness and personality literacy and social responsibility awareness under the conditions of building a well-off society in an all-round way. It mainly includes the consciousness of social responsibility, obligation and mission, which can be handled correctly. With the collective and other people, social relations, in the process of practice, gradually establish the correct concept of social life and outlook on life, world outlook and values. Building a sense of social responsibility is an important foundation for building a harmonious and stable well-off society, and it is conducive to building a well-off society in an all-round way. To achieve a great rejuvenation at present, the Chinese dream must strengthen the awareness of students' social responsibility, and the students are the builders of the future of the motherland. The builders of a well-off society must pay full attention to the effective cultivation of students' sense of social responsibility. In this context, this paper analyzes the importance of cultivating students' awareness of social responsibility in pre-vocational education and the declining performance of current preschool education students' social responsibility awareness, and the specific responsibility awareness training strategy. The aim is to further improve the social responsibility awareness of pre-school education students and help to achieve the strategy of strengthening the country through talents.

1. Introduction

At present, the thinking presents a diversified development trend, and all kinds of ideological and cultural are full of students' minds. As college students are an important force in social development, with youth and vitality, especially the progressive development of Internet technology in China, compared with Western developed countries, Internet technology is relatively weak, so some Western countries will use the Internet platform to penetrate poorly into developing countries. The ideological concept or the negative culture seriously affects the value orientation, establishment and moral concept of college students, which seriously affects students' realization and assume their own social responsibilities and obligations [1]. Since the preschool education is an important subject in the future of early childhood education, the awareness of social responsibility of preschool education students in higher vocational colleges helps to realize the strategy of strengthening the country through talents. However, at present, some pre-school education majors still lack the awareness of social responsibility, or the sense of responsibility is weak, which seriously affects the diversified development of students. Therefore, this paper explores the following aspects:

2. Strengthening the Importance of Cultivating Students' Awareness of Social Responsibility in Pre-Vocational Education

At present, China's economy is showing a trend of rapid development, and the education industry is constantly innovating and developing. The party and the government also attach great importance to the level of preschool education. The government has mentioned pre-school education in its annual work report, and it has also attracted widespread attention from all walks of life. Since 2017, the Ministry of Education has implemented the third pre-school education plan, and issued relevant guidelines and implemented specific work [2]. According to the regulations, the state attaches great importance to pre-school education and further promotes the sustainable development of pre-school

education. At present, more and more vocational colleges offer pre-school education or strengthen education construction. Therefore, higher vocational colleges have become an important place for cultivating preschool teachers. Higher vocational colleges bear the important responsibility of the sustainable development of early childhood education. .Therefore, the training of preschool education talents in higher vocational colleges determines the quality of early childhood education. We must pay full attention to the cultivation of students' social responsibility awareness in preschool education [3]. Because students face innocent children after graduation, students are young children. The personality creator is also the founder of basic quality education in China. The students' speech acts influence the children's outlook on life and world outlook, and values influence the future development of the country and the nation. Therefore, we must correctly recognize that we attach great importance to the awareness of social responsibility of pre-school education students, and that training can help improve the quality and efficiency of ideological and political education work, and it can also have an extremely important impact on future generations or generations.

3. The Current High-Level Pre-School Education Students' Awareness of Social Responsibility is Weak

3.1 Lack of social responsibility and responsibility, low public morality

The goal of talent training in higher vocational colleges is to enable students to apply what they have learned, and the school also explicitly requires students to behave in a civilized manner. Most of the higher vocational students meet the relevant requirements of the school and reflect the characteristics of the students in the new era, but some students lack It is difficult to be strict with self-discipline and public responsibility. Some students even ignore their responsibilities and tasks. Because the important responsibility of pre-primary education students is to learn the basic knowledge of the profession and lay a solid foundation, return the parents and society with excellent achievements, and further promote the sustainable development of pre-school education with solid foundation and noble moral quality [4].However, some students have a weak sense of social responsibility. There are violations of rules and regulations, or delays in class, early and early departure, damage to public property, and some bad behaviors that damage the social image of students. Due to the serious existence of the above behaviors, it is pointed out that students lack social responsibility. This problem. Since this part of the problem will seriously affect the sustainable development of preschool education, we should give full attention to it.

3.2 Weakened family responsibility and lack of family responsibility

Some students have difficulty in correctly understanding the important relationship between individuals and families. They only analyze from a personal perspective, ask for unlimited purchases from parents, do not care about relatives and parents, and even blame them. Some students lack filial piety and do not understand parents. The work is unsatisfactory and the life is hard, blindly climbing to catch up with the trend and high consumption in the school. If the parents are unable to meet his requirements, they will be ridiculed or run away from home. Even some students owe huge loans through the campus loan sharks after their parents refused to ask for them, which caused serious harm to the future development of the individual and the family. Some students also used self-centered hedonism and money worship. Everything is only about yourself and does not consider the feelings of others. In the family, the clothes to reach out to open the mouth reflect the current problems of lack of social responsibility awareness of college students and weak family responsibility.

3.3 Lack of responsibility for others, and attach great importance to personal interests

Vocational education in vocational colleges is mainly oriented to employment, so it further promotes the innovation and reform of preschool education talent training mode, effectively improves students' professional learning enthusiasm and enthusiasm, and students continue to have solid professional skills in the professional learning process. In order to meet the social and employer's requirements for the development of the self. However, in this process, students are prone

to form self-centered misconceptions and ignore how to assume responsibility for others. It is mainly reflected in the importance of personal interests in daily life and learning, and personal gains and losses. Some students do not consider everything in their work, attach great importance to whether there are benefits, whether they are beneficial, do not like to do public welfare or compulsory work, like to do face-to-face projects, and some students are too poor to love the rich, to seduce the poor students and The run-through is flattering for students with good family status. Some students even appear to be the emperor of the school's tyrants. For some disadvantaged students, they will even fight against each other, and there will be fights and fights [5]. Through the above phenomena, we can find that students lack the sense of responsibility for others, and attach great importance to personal interests, which is not conducive to the future development of students.

3.4 Lack of self-responsibility and lack of self-discipline

Due to the lack of self-responsibility of some pre-primary education students, it is mainly reflected in the fact that it is difficult for students to make scientific and reasonable planning for future development, and it is also unable to be responsible for the future development. Some students even give up their lives and quit their lives. This part of the students is difficult to carry out university life actively and healthily according to the professional assessment requirements of vocational colleges. Due to lack of consciousness and self-discipline, they are usually criticized and do not pay attention to their own image. And academic completion. Some students are addicted to the Internet and will play games all night. Some students indulge in virtual space and use dating software to meet with other friends, but they are not physically and mentally safe. Some students also ignore their personal image and behave in a vulgar manner. Some students lack awareness of vigilance and participate in illegal speech communication or participate in illegal marketing through online platforms. Because the above various behaviors reflect the lack of students' ability to plan for life and the attention of things, lack of self-discipline and self-responsibility.

4. Strengthen the Specific Methods of Cultivating Students' Awareness of Social Responsibility in Pre-Vocational Education

To cultivate pre-school education in vocational colleges and students' awareness of social responsibility, we should carry out rich and diverse social practice activities through the rule of law and home-school collaboration, and gradually enhance students' self-discipline and self-reliance, while applying diversified teaching methods and legal teaching. guide. At the same time, combined with social practice cases, the law and internal constraints and external supervision can be effectively integrated to effectively cultivate students' awareness of social responsibility.

4.1 Requiring students to abide by the law

College students are an important force in realizing socialist construction. They are also the great achievements of the Chinese nation's great rejuvenation. The success of the Chinese dream is the future development of the nation and bears the heavy responsibility of the times. In the new era, pre-school education in higher vocational colleges must improve students' ideological understanding, guide students to learn laws and regulations, enhance students' legal concepts, enable students to abide by laws and regulations, assume due social responsibilities, and help cultivate Students have a good sense of social responsibility. Higher vocational preschool education should bear the important force of the development of preschool education. Since preschool education students are future educators, they must know the law, understand the law, and abide by the law, and clearly recognize that they are building a socialist harmonious society. The important role.

Although the progress of legal education in higher vocational colleges has made certain achievements in recent years, it is inevitable that there will be special cases, and the intermittent reflection of the legal education needs to be strengthened. For example, some pre-school education majors in higher vocational colleges have violations of law and discipline, so we must be vigilant. In the process of teaching, it is necessary to strengthen legal education, especially when students start school, they should help students lay a solid foundation of legal ideas and concepts, comprehensively

promote ideological and moral cultivation, and reform and innovation of legal basic courses, which will help students to play the classroom. The sense of ownership is to improve students' self-management awareness and ability. At the same time, student management should also carry out legal education and related series of activities in light of the actual situation of students. It can play an educational mode of teaching and learning, and implement the activities, thus further promoting the effective progress of legal education.

4.2 Carrying out co-education in home and school

Most parents think that after the students enter the school, it is the beginning of the independent life of the students. Regardless of the specific situation of the children, the children's learning and development is irrelevant to the school, and the importance of family education is neglected. Weak consciousness. From the perspective of students, if they leave the family and live a more independent life in the school, they will also dilute their sense of responsibility towards the family and their filial piety towards their parents. According to the relevant practice, it is shown that the educational effect of family education on students must be sustained to have a strong effect. Only when students' personality can be more perfected can they continuously improve their comprehensive quality and enhance their social responsibility. Higher vocational colleges should correctly understand the importance of family education, must be effectively combined with family education, be able to carefully absorb the suggestions made by parents, accept the criticism and encouragement of the family, and promote the social responsibility of students through the coordinated development of home and school. Awareness of education, while avoiding all kinds of malpractices in family education, helps students to establish a good sense of social responsibility.

4.3 Conducting social practice activities

In order to cultivate the awareness of social responsibility in pre-school education, vocational colleges should effectively combine the combination of engineering and learning, and guide students to practice social practice in the internship according to the students' internship and internship arrangements. Organize students to carry out social practice activities through social practice or during the winter and summer vacations, earnestly do a good job in social practice records, encourage students to write social practice experiences and related reports, and conduct comments. Through the organization of rich social practice activities, students can correctly recognize the important role of preschool education in others, as well as the important responsibility of family responsibility and social development, and be able to take the initiative to assume their responsibilities and obligations.

4.4 Enhancing students' self-discipline and self-reliance

Analysis of the current psychological situation of pre-school education students in higher vocational colleges, we can see that we have a healthy and ideology, and our psychology is relatively mature, and most students are willing to shoulder their social responsibilities to others and society as well as themselves and their families. However, the lack of students' sense of social responsibility is due to the lack of internal driving force, the inability to implement ideas into action, and the difficulty of active and effective learning. It is impossible to achieve and repay parents and society. Although students are ideological giants, they are acting dwarf. For such situations, higher vocational colleges should strengthen students' self-awareness, education and training, gradually improve students' self-cultivation, enable students to establish correct values, convert subjective consciousness into objective action, and gradually step into social responsibility consciousness. Regular development can promote sustainable development.

5. Conclusion

In summary, we can see that the awareness of social responsibility for cultivating students in pre-vocational education is a long way to go. Because social responsibility awareness education is a profound project with a very difficult process, it requires a step-by-step guidance from higher vocational colleges. And help. In order to effectively carry out the social responsibility awareness and

training of preschool education students, it is necessary to effectively guide and help in light of the current diversified development needs of the society and the students' thinking and cognition. According to the specific performance and reason analysis of the current social responsibility awareness, taking corresponding measures and effective solutions can improve students' sense of social responsibility and enhance students' comprehensive quality.

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